

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2024 to 2027) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Iver Infants Academy
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	February 2025
Date on which it will be reviewed	February 2028
Statement authorised by	Kelly Wright
Pupil premium lead	Kelly Wright
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,840

Part A: Pupil Premium Strategy Plan

Statement of Intent

The ultimate aim of the Pupil Premium Strategy is to ensure that all pupils from disadvantaged backgrounds achieve their full potential both in the classroom environment and beyond. Iver Village Infants Academy holds that all pupils are entitled to a rich and varied curriculum and that inequalities should not exist between the attainment and progress of disadvantaged pupils (DA) and other pupils.

First and foremost, we focus on quality first teaching for all pupils. All teachers are expected to be aware of pupils from disadvantaged backgrounds in their classes and their particular circumstances. As a school with a strong ethos of inclusion, excellence and equality, all staff are focused on ensuring that pupils' individual needs and strengths are clearly identified; and that they have access to the appropriate support in tackling any barriers to learning in order to secure good progress in every lesson and across the school curriculum.

The impact of interventions is monitored throughout the year. The Pupil Premium Lead oversees whole academy work on Pupil Premium (PP). The aims are to:

- ensure the funding is used for each Pupil Premium child and such funded provision is based on research which demonstrates strategies with the greatest impact on closing the disadvantage attainment gap.
- measure impact of strategies in an accurate and timely manner
- advise adjustments to provision where performance is not on track to achieve desired outcomes
- ensure that pupils fully participate in school life within and beyond the classroom enjoying all experiences the school offers

Summative assessments are taken by the children in years 1 and 2 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are also made of all pupils (Early Years to Year 2), including disadvantaged, in non-core subjects so we can ascertain attainment and progress in any moment of time. This also means we can challenge any underperformance.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (DA).

Challenge number	Detail of challenge (discuss with KW)
1 Attainment in core subjects	<p>Comparison data from end of reception through year 1 show a widening of the gap between disadvantaged and non disadvantaged pupils in reading, writing and maths. The overall attainment of disadvantaged pupils in core subjects is low through year 1 with a downward trend continuing in maths through to year 2.</p> <p>Reception baseline data shows that disadvantaged pupils' starting points are well below that expected for their age with few disadvantaged pupils meeting the baseline threshold.</p> <p>The academy expects the use of Rosenshine's 10 principles of instruction across lessons which promote positive attitudes to teaching and learning.</p> <p>Implementing strategies that encourage greater parental involvement by supporting families to engage with the school's approaches to teaching and learning beyond the school day e.g. homework.</p>
2 SEND	<p>Pupils may not be working at an age related level and have conceptual gaps or misconceptions due to learning barriers or frequent mobility. Our SEND percentage at IVIA is 25%. Currently in the school, DA makes up 35% of the SEND register. The remaining 65% of pupils on the SEND register are not DA.</p>
3 Social / Cultural/ Economic / Emotional Factors	<p>Social, cultural and economic factors e.g. frequent mobility, a lack of regular routines or support for home learning such as reading, homework and/or a lack of appropriate equipment to aid learning at home e.g. devices to connect to the internet or appropriate educational games.</p> <p>15% are from the Gipsy, Roma and Traveller (GRT) communities.</p>
4 Participation in school life (large traveller community)	<p>Integration and full access to all on offer at school can be hindered by financial, time, cultural barriers. Many children struggle to develop age appropriate learning behaviours: self regulation, concentration, and settle into a routine that is conducive to the structure of the school day. Extra-curricular activities and trips provide opportunities for children to develop .</p> <p>Furthermore, a significant proportion of the disadvantaged pupils are from the GRT community where frequent mobility is a cultural way of life. However, this also results in significant gaps developing in their learning and impacts their ability to engage effectively with school routines.</p>
5 Attendance	<p>Attendance among disadvantaged pupils stands at around 91%. A significant proportion of pupils from disadvantaged backgrounds in the school are also classed as vulnerable where families are difficult to reach.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																																																				
<p>To secure good progress and attainment:</p> <ul style="list-style-type: none"> - Effective and robust systems to monitor transition of Disadvantaged pupils from EYFS to year 1 in order to capitalise on progress achieved at the end of reception. - To raise the performance of disadvantaged pupils in maths across KS1. More pupils to achieve the EXS standard by the end of year 2. - More disadvantaged pupils to leave year 1 at the expected standard in reading, writing and maths - To implement effective systems to track and raise performance of DA pupils in phonics from start of EYFS through to end of year 1 - To have effective and targeted systems to accelerate narrowing the gap between EYFS disadvantaged pupils and their non-disadvantaged peers from baseline (on entry) to end of Autumn 2 yr 1 in the first instance 	<p>Key targets to be achieved: To raise attainment in Reading, Maths and Writing;</p> <table border="1" data-bbox="580 504 1327 667"> <thead> <tr> <th>EXS</th> <th colspan="2">Reading %</th> <th colspan="2">Writing %</th> <th colspan="2">Maths %</th> </tr> <tr> <th>%</th> <th>on entry</th> <th>EOYT</th> <th>on entry</th> <th>EOYT</th> <th>on entry</th> <th>EOYT</th> </tr> </thead> <tbody> <tr> <td>YR1</td> <td>77</td> <td>64%</td> <td>77</td> <td>50%</td> <td>77</td> <td>72%</td> </tr> <tr> <td>YR2</td> <td>57%</td> <td>75%</td> <td>43</td> <td>56%</td> <td>64</td> <td>50%</td> </tr> </tbody> </table> <p>In addition, to promote reading for enjoyment a new library will be created and books upgraded with a dedicated adult appointed to ensure DA pupils and parents engage with the resource.</p> <p>End of Years 1 and 2</p> <table border="1" data-bbox="580 925 1327 1279"> <thead> <tr> <th>%</th> <th colspan="2">Phonics</th> </tr> <tr> <td></td> <th>2024 Outcome</th> <th>2025 Target</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>77% All 82% DA</td> <td>80% ALL 70% DA</td> </tr> <tr> <td>Yr 1 Phonics</td> <td>61% All 62% DA</td> <td>77% ALL 72% DA</td> </tr> <tr> <td>Yr 2 Phonics</td> <td>81% ALL 67% DA</td> <td>90% ALL 93% DA</td> </tr> </tbody> </table> <p>End of year EYFS outcomes will show a narrowing of the gap between DA and non DA pupils in line with the EOYT set. Target GAP - Difference between All and PP targets</p> <table border="1" data-bbox="580 1453 1375 1664"> <thead> <tr> <th>%</th> <th>R</th> <th>W</th> <th>M</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>REC</td> <td></td> <td></td> <td></td> <td>-10%</td> </tr> <tr> <td>Yr1</td> <td>-2%</td> <td>- 10%</td> <td>+2%</td> <td></td> </tr> <tr> <td>Yr2</td> <td>+1%</td> <td>-2%</td> <td>+2%</td> <td></td> </tr> </tbody> </table>	EXS	Reading %		Writing %		Maths %		%	on entry	EOYT	on entry	EOYT	on entry	EOYT	YR1	77	64%	77	50%	77	72%	YR2	57%	75%	43	56%	64	50%	%	Phonics			2024 Outcome	2025 Target	EYFS GLD	77% All 82% DA	80% ALL 70% DA	Yr 1 Phonics	61% All 62% DA	77% ALL 72% DA	Yr 2 Phonics	81% ALL 67% DA	90% ALL 93% DA	%	R	W	M	GLD	EXS+					REC				-10%	Yr1	-2%	- 10%	+2%		Yr2	+1%	-2%	+2%	
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<ul style="list-style-type: none"> - Quality first teaching to demonstrate the use of effective feedback (ref. Feedback policy) specifically in the contexts of maths, phonics and reading. Effective feedback is expected alongside the explicit modelling of metacognitive and self-regulation skills. 	<p>Quantitative and qualitative information to show that teaching and learning is highly effective in addressing the needs of pupils from disadvantaged backgrounds across the curriculum</p> <p>Pupil voice feedback demonstrates pupils' use and understanding of metacognition and self-regulation in terms of improving their own performance -pupils able to provide concrete examples of this impact</p> <p>Outcomes in all key indicators show the PP cohort are at least meeting national averages in attainment and make progress from starting points. The in school gap is narrowed.</p>																																																																				

<ul style="list-style-type: none"> - Improved learning behaviour for all disadvantaged children including those with SEMHD needs 	<p>All pupils are seen to access their lessons and achieve outcomes through their classwork.</p> <p>Observations demonstrate that the Rosenshine 10 principles of instruction are well embedded in classroom practice.</p>
<p>Improved attendance rates:</p> <ul style="list-style-type: none"> - <i>Provision of an enriched curriculum</i> - <i>enjoyment of school life and the school environment</i> - <i>Rewards systems that are staggered to engage interest and allow pupils monitor their own progress</i> - <i>Increase in parent - teacher communication</i> 	<p>Attendance of Disadvantaged children is at least in line with the national average for all children - 96%</p>
<ul style="list-style-type: none"> - To raise performance of disadvantaged pupils in maths across KS1. More pupils to achieve the EXS standard by end of year 2. <p>DA pupils are fully integrated and benefit from all aspects of school life</p>	<p>This is demonstrated by:</p> <ul style="list-style-type: none"> - high level of participation in trips, clubs and other experiences on offer - high take up of additional support / enrichment activities targeted or prioritised for PP children e.g. homework clubs - qualitative data from pupil voice, parents/carers and staff observations.

Activity in this Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£19,336 (2024 - 2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching:</p> <ul style="list-style-type: none"> ● Teachers' CPD on effective and timely feedback and Rosenshine 10 principles of instruction. <p>Maths</p> <ul style="list-style-type: none"> ● A review of the maths curriculum, planning and resources. SLT to lead on developing a maths curriculum and system of monitoring that secures progress through to the end of year 2. ● Ensure that teachers in each year group understand securely what needs to be in 	<p>Quality teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts.</p> <p>EEF: 'Supporting high quality teaching is pivotal in improving children's outcomes..'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>All</p>

<p>place to secure good outcomes in maths for pupils.</p> <ul style="list-style-type: none"> ● Maths planning and teaching across the school regularly exposes pupils to mathematical activities presented in a variety of styles. This will enable them to transfer the key skills taught. ● Short term plans are tailored to achieve lessons which facilitate pupil's recall and application of prior knowledge. <p>Reading, Writing and Phonics</p> <ul style="list-style-type: none"> ● Early language: Books that promote the regular use of language that we wish EYFS pupils to embed before starting KS1 ● SLT to oversee the development of a library of books that promote enjoyment of reading and encourage pupil's exploration of a wide range of age appropriate text. This will include the appointment of a dedicated staff member to engage 'hard to reach' pupils and parents (specifically those from disadvantaged backgrounds) in using the library. ● SLT to oversee the provision of books that underpin the acquisition of phonic skills from EYFs through to end KS 1. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF: Teaching writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF: Improving Mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>nrich: Problem solving https://nrich.maths.org/articles/using-nrich-tasks-develop-key-problem-solving-skills https://nrich.maths.org/articles/developing-excellence-problem-solving-young-learners</p>	
<ul style="list-style-type: none"> ● Teachers to support the identified children in class. ● LSA's to deliver focused support ● Targeted children identified in planning and regular progress meetings. 	<p>EEF: Teaching writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 and 2
<ul style="list-style-type: none"> ● Additional Teaching groups <p>To allow for higher quality interaction and pupil feedback, staff to pupil ratio decreased with additional teaching groups for core subject lessons: reading, English and maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> ● All staff to be aware of DA pupils in their classrooms and engage in tracking and reporting on the performance of DA pupils e.g. in pupil attainment meetings, etc ● SLT to have clear systems in place to support the tracking of all DA pupils. ● Dedicated time for teachers to conference target pupils in reading, maths and writing and scrutinise books on next steps in order to give feedback to the team. ● Implement a clear system of phonics tracking that identifies disadvantaged pupils gaps and next steps 	https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:£10,168 (2024 -2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> 1:1 conferencing sessions <p>1:1 conferencing sessions for pupil targeted to exceed in writing and / or maths: Team leaders and Vice Principals</p> <p>1:1 support to continue to promote pupils' reading for pleasure and to boost pupils performing below their reading age in each year group.</p> <p>Early Reading: pupils receive additional focused reading sessions when in the outdoor area as well as by the teacher in the classroom.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 to 3
<ul style="list-style-type: none"> Small group <p>Small group maths and reading interventions for pupils with a particular focus on year 6 pupils: PP lead</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<ul style="list-style-type: none"> Phonics <p>Focused support of pupils reaching the expected standards in phonics check at end Y1.</p> <p>Target homework resources for KS 1 and EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 to 3
<ul style="list-style-type: none"> Further extended school opportunities <p>After school boosters</p> <p>After school clubs: Years Reception, 1 and 2 for disadvantaged pupils falling behind age-related expectations or individual targets in core subject areas</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	All

Music lessons in school for disadvantaged pupils		
<ul style="list-style-type: none"> Personal Study Fund resources to support personal study at home: stationary, books Use of Accelerated Reader for Year 2 but with increased monitoring led by the Deputy Principal. Target homework resources for KS 1 and EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£19,336 (2024 -2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Attendance Fund places at the Breakfast club to encourage PP pupils to attend. LSA present to hear target pupils read during this time before registration for the start of the school day. Have a system for daily tracking and rewarding school attendance at individual year group level. Senior Leads monitor at the end of the week. Increased incentives in place.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	3 to 5
<ul style="list-style-type: none"> Extra Curricular opportunities to boost confidence Fund at least one trip a year for every PP pupil Fund/subsidise places at school clubs so PP pupils are able to extend skills and pursue their interests.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3 to 5
<ul style="list-style-type: none"> Meeting needs of pupils with SEMHD The school SENDco in liaison with relevant outside agencies to provide support and training for staff and target families to meet the needs of those PP pupils with a high level of SEND	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4 and 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Total budgeted cost: £48,840 (2024 - 2025)